

Mentoring Workshop for Mentees Lesson Plan

Purpose:

This workshop introduces Worker Training and Assistance Program (WTAP) participants to their role as “mentees” and what they can expect from their “mentors.” Mentors receive a concurrent introductory session. These introductory workshops are followed by the 1 - hour workshop “Meet Your Mentor,” where mentors and mentees come together to meet each other. *The WTAP coordinator should also attend in addition to the presenter and participants.*

Time Required: 2 Hours

Workshop Objectives:

This workshop will prepare participants to:

1. Describe the definition of mentoring, as well as how mentoring relationships and functions differ from those of other workplace relationships.
2. Identify desirable mentor and mentee characteristics.
3. Explain the risks and rewards of mentoring.
4. Design a mentoring agreement in collaboration with their mentor.

Resources needed:

Materials:

Handouts:

Overview of Mentoring
Functions of the Mentoring Relationship
Differences Between WTAP Mentor and Job Coach
Roles and Responsibilities
Desirable Characteristics of Mentors and Mentees
Risks and Rewards of Mentoring
Guidelines for Working Together
Mentoring Agreement Form
Case Studies

Equipment:

Flip chart
Markers

I. Welcome and Introductions

A. Presenter(s)

Introduce yourself, giving details about your current position. Welcome the participants to the workshop.

B. Participants

Ask participants what they think of when they hear the word “mentoring” or “mentor.” Ask what their expectations are for the workshop and record on flip chart.

II. Workshop Objectives

Display objectives on flip chart or overhead.

Review workshop objectives and address how they relate to the expectations expressed by the participants.

III. Overview of Mentoring

A. Why is mentoring included in the Worker Training and Assistance Program?

Review from handout

- *Many people with successful careers have had a mentor who helped them along the way.*
- *You will be learning new behaviors and new ways of relating to people and a mentor can help you with this.*
- *A mentor can help you cope with the changes to your life you will be experiencing.*
- *A mentor can help you think of ways to solve problems that may arise*

B. What is mentoring?

1. Examples of mentoring relationships in general:

- *Trusted uncle showed you how to act at school functions and cautioned you against hanging around certain types of people.*
- *Friend of the family took you to church retreats and gave you suggestions on how to spend your time.*
- *High school coach took extra time after practices to talk with you about your future.*

2. Definition of mentor

“A trusted counselor or guide. Tutor.”

Exercise: Break group into dyads and discuss personal mentoring experiences--then share some with the group.

3. **Mentoring at work**
Discuss differences between mentoring and other types of work relationships.

Mentor

*Someone, usually at a higher level in the organization than you, but whose job is not directly affected by your's. This person usually has more work experience, and is dedicated to helping you advance in your career. Can provide feedback on your strengths and weaknesses and offer suggestions for improvement. Dedicated to help **you**, especially in work/life skill issues.*

Peer

Someone you work with. He or she is not your supervisor. Your work may directly affect his/her work and vice versa. S/he may want you to succeed, but that is not his/her role. May share work strategies and life-skill coping mechanisms.

Supervisor

The person who evaluates your work. Is at a higher level in the organization than you. May want you to succeed and develop professionally, but that is only one of several roles.

Job Coach

Wants to see you succeed. Is at a higher level in the organization than you. His/her role is to coach you on how to perform technical tasks and get your work done.

4. **Formal definition of mentor in work situation:**
Review in handout.

“Someone who takes a personal interest in you and your career and who guides or sponsors your professional development”.

Mentoring is (*review in handout*)...

“A deliberate pairing of a more skilled or experienced person with a lesser skilled or experienced one, with the agreed-upon goal of having the lesser skilled person grow and develop specific life/work skills and competencies”.

III. Functions of the mentoring relationship.

Review in handout. Discuss and give practical examples of each.

A. Psychosocial Functions:

Acceptance and confirmation - lets the mentee know s/he is a valuable person and employee.

Role modeling - sets an example by his/her actions.

Friendship - is someone to talk to and share ideas/concerns with.

Empowerment - shares power by giving the mentee advice and information about the organization.

B. Career Functions:

Coaching - makes suggestions on effective actions.

Sponsorship - can recommend the mentee to colleagues for special projects, jobs, or professional groups.

Exposure and visibility - mentions mentee's name and highlights his/her achievements.

Challenging Assignments - helps the mentee with different kinds of work activities.

Protection - points out dangers and possible precautions.

C. How mentors and mentees **interact:**

- *Get together for meetings, lunch, phone conversations.*
- *Meetings can be scheduled or “as needed”.*
- *Meetings can revolve around particular issues or, especially at the beginning, can revolve around getting to know each other.*

D. Differentiate mentoring relationship from that of job coach (*Review in handout*)

- *Mentor counsels mentee primarily on **work/life skill issues** such as:*
 - *Time management*
 - *Balancing work and home commitments*
 - *Managing a paycheck and finances*
 - *Accepting new responsibilities*
 - *Adjusting to a structured lifestyle*
 - *Stress management*
 - *How to give and receive constructive criticism*
- *Job coach advises mentee primarily on **job-related activities***
 - *How to perform technical tasks*
 - *Office relationships and etiquette*
 - *Professional work habits*
 - *How to prioritize tasks*

IV. **Roles and responsibilities**

Review in handout

V. **Mentoring Limitations**

We've talked about what mentoring **IS**, now let's talk about what mentoring is **NOT**:

- An entitlement (either party can withdraw from the relationship. Mentors are volunteers. If a mentor wants to withdraw and the mentee wants another relationship, effort will be made to find another mentor)
- A gripe session (problems **WILL** arise, but the focus of mentoring is coming up with solutions to those problems, not just rehashing the problems)
- A substitute for other required action (discussion with supervisor, relationship with helping professional such as EAP counselor, clergy, etc.)

VI. **Desirable Characteristics of Mentors and Mentees**

In small groups, or together, participants identify characteristics in an ideal mentor and then mentee. They then report out to the group. Facilitator adds/refines according to handout.

VII. **Risks and Rewards of Mentoring**

Review handout and include illustrative examples.

VIII. **Case study exercise**

Give group case studies and have them discuss how they would handle each situation.

IX. The Mentoring Agreement

Show mentees the mentoring agreement and explain that they will be developing this with their mentors later today. Advise them to think about these issues as they complete their mentoring agreement...

- A. What are the reasons you want to be mentored? Do want support/guidance for:
 - moving ahead in your career?
 - balancing work and family?
 - working on your interpersonal skills?
 - all of the above?
- B. How long should a mentoring relationship occur before reassessing where we are?
 - Six months?
 - One year?
 - Two years?
- C. How often should mentor and mentee meet? *It is a commitment and you have to be ready to fulfill that commitment.*
 - Daily?
 - Once a week?
 - Once a month?
- D. How will you communicate?
 - By phone?
 - In-person?
 - By e-mail?
 - All of the above?
- E. Problems that may arise:
 - Either party may not have enough time.
 - May not want to continue to share personal information.
 - Your styles won't match.
- F. How to handle problems that arise:
 - Set up evaluation meeting in advance.
 - What will you say when you want to discuss a problem (may want to figure out a "code" word or phrase).
 - When to talk to program coordinator.

X. Questions and Answers

Ask the group the following questions and encourage discussion:

- *What problems do you foresee with working with a mentor?*
- *What else do you need from the Program Coordinator?*
- *Mentoring is a lifetime learning opportunity. Remember, this is just one of several mentoring opportunities you may have.*
- *Explain how mentors and mentees were paired and that they will now be meeting their partners.*

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Case Study Solutions

Presenter: Use the following suggestions to guide the participants' discussions regarding the case studies.

Case 1

- A. Discuss the situation with the program coordinator. Strategize a discussion with Joan to honestly communicate your concerns
- B. Reassess your goals -- are they realistic?
- C. Write out your concerns in a letter to your mentor to give her time to reassess her attitude.
- D. Ask for a no-fault ending to your relationship and ask for a new mentor.

Case 2

- A. Develop themes (in writing) you wish to address in your meetings.
- B. Tell Frank you prefer to focus on career issues.
- C. See a career assistance counselor or agency program coordinator to discuss how you can approach Frank.
- D. Ask for a no-fault ending to your relationship and ask for a new mentor.

Case 3

- A. Send an e-mail or write her a note to give her the option of other convenient dates and times to meet.
- B. See the agency program coordinator to ask for reassignment.
- C. Review your last discussion -- discuss it with CAC counselor to determine if you inadvertently crossed any boundaries.

Overview of Mentoring

Why is mentoring included in the Worker Training and Assistance Program?

- Many people with successful careers have had mentors who helped them along the way. Program participants may also benefit from having mentors.
- Participants (mentees) will be learning new behaviors and new ways of relating to people and mentors can help them with this.
- Mentors can help mentees cope with the changes in their lives they will be experiencing.
- Mentors can help mentees think of ways to solve problems that may arise.

Mentor:

“A trusted counselor or guide. Tutor.”

or

“Someone who takes a personal interest in you and your career and who guides or sponsors your professional development.”

Mentoring:

A deliberate pairing of a more skilled or experienced person with a lesser skilled or experienced one, with the agreed-upon goal of having the lesser skilled person grow and develop with specific life/work skills and competencies.

Functions of The Mentoring Relationship

	A Mentor...
Acceptance and Confirmation	lets the mentee know he/she is a valuable person and employee
Role Modeling	sets an example by his/her actions
Friendship	is someone to talk to and share ideas/ concerns with
Empowerment	shares power by giving the mentee advice and information about the organization
Coaching	makes suggestions on effective actions
Sponsorship	can recommend the mentee to colleagues for special projects, jobs, or professional groups
Exposure and Visibility	mentions mentee's name and high lights his/her achievements
Challenging Assignments	helps the mentee with different kinds of work activities
Protection	points out dangers and possible precautions

Differences Between a Worker Trainee Assistance Program Mentor and Job Coach

A mentor advises employees primarily on work/life skill issues such as:

- time management
- balancing work and home commitments
- managing a paycheck and finances
- accepting new responsibilities
- adjusting to a structured lifestyle
- stress management
- how to receive and give constructive criticism

A job coach advises employees primarily on job-related activities such as:

- how to perform technical tasks
- office relationships and etiquette
- professional work habits
- how to prioritize tasks

Roles and Responsibilities

Mentor

1. Serves as unbiased advisor regarding concerns that may affect job performance.
2. Helps build the self confidence of the mentee.
3. Provides information about the organization that will assist the mentee in adapting to the culture of the agency and the culture of the work world.
4. Establishes clear, open, two-way communication.
5. Provides positive suggestions on such issues as time management, balancing work and home commitments, stress management.
6. Provides referrals to internal resources for further assistance as needed (such as the WTAP Program Coordinator, Employee Assistance Program, health unit, personnel, and the Career Assistance Center).
7. Is a source of information and encouragement.
8. Helps develop creative and independent thinking.
9. Provides an opportunity for discussing problem-solving strategies prior to trying them out.

Mentee

1. Arrives on time to meetings.
2. Establishes clear developmental goals.
3. Communicates openly about goals and needs.
4. Shows initiative and willingness to listen and learn.
5. Takes personal responsibility for personal growth and development.
6. Uses mentor's time and counsel effectively.

Desirable Characteristics of Mentors and Mentees

Mentor:

1. Assumes and demonstrates leadership.
2. Demonstrates patience and cooperativeness in working with others.
3. Demonstrates proficiency and initiative in his/her own career path.
4. Is willing to assume responsibility and accountability as a mentor.
5. Is knowledgeable about agency goals, policies, functions, communication channels, training programs, and career paths.
6. Is willing to help mentee set developmental goals.
7. Has the ability to provide constructive feedback.
8. Is aware of resources available within and outside the agency.
9. Is committed to the development of other staff members.
10. Shares personal experiences relevant to the needs of the workplace.
11. Demonstrates the use of tact, diplomacy, and sensitivity in working with others who may be of a different age group, background, or culture.
12. Is able to fulfill required time commitments of being a mentor.

Mentee:

1. Is goal oriented, and willing to set developmental goals.
2. Is willing to assume responsibility for his/her own growth and development.
3. Actively seeks challenging assignments and greater responsibility.
4. Is receptive to feedback and coaching.
5. Shows initiative and is willing to learn.
6. Is able to fulfill required time commitments of the mentoring relationship.
7. Demonstrates the use of tact, diplomacy, and sensitivity in working with others who may be of a different age group, background, or culture.

Risks And Rewards of Mentoring

Risks:

1. Time/energy
2. Exposure of self
3. Risk of mismatch in styles between mentor and mentee
4. Mentee's feeling of inferiority
5. Manipulation by mentor or mentee
6. Relationship causes jealousy in others
7. Over-dependence on the relationship
8. Mentor or mentee withdraws from relationship

Rewards:

Individual rewards

For the Mentor

- A relationship based on mutual respect
- Fulfillment in knowing you have contributed significantly to another's life
- Opportunity to demonstrate leadership
- Chance to lessen the likelihood of someone repeating your mistakes

For the Mentee

- A relationship based on mutual respect
- Empowerment
- A sense of well-being
- Career success
- Productivity

Organizational rewards

- Employees who can handle the difficulties of work and achieve more satisfaction in their work and career.

Guidelines For Working Together

As you complete your mentoring agreement, think about the following issues:

1. What are the reasons you want to be mentored?
2. How often should mentor and mentee meet?
3. How will you communicate?
4. What are some problems that may arise?
5. How will you handle problems that arise?

Mentoring Agreement Form

We are both voluntarily entering into a mentoring relationship which we expect will benefit both us and the agency. We want this to be a rewarding experience with most of our time together being spent on developmental activities. The following are mutually agreed upon:

1. The mentoring relationship will last for three years. After an initial period, the relationship will be evaluated and mutually agreed to end or continue for another agreed upon time period.
2. The two of us will meet every _____. While unforeseen circumstances may alter this plan, meeting times will be part of my calendar and I will make plans for each meeting.
3. Each meeting will last a minimum of _____ but not last longer than _____.
4. In between meetings, we will contact each other by _____. In-depth issues will not be handled in this manner, but instead in a face-to-face meeting.
5. We agree that the role of the mentor is to:

and the role of the mentee is to:

6. The mentor agrees to be honest and provide constructive feedback to the mentee and the mentee agrees to be open to feedback and attempt to incorporate suggestions into his/her behavior.
7. We agree to a “no-fault conclusion” of this relationship, if appropriate. Specifically, either of us can end the relationship if we believe it is no longer productive to work together without fault attributed to either of us.

Mentor's Signature

Date

Mentee's Signature

Date

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Case Studies

Case 1

Joan has been your mentor for three months. She has been reliable, always responding when you needed her. Your goal is to move into a more responsible position and Joan has been encouraging you. Lately, though, she seems to get annoyed when you don't follow her advice. The other day, she accused you of not wanting to succeed!

Case 2

Frank has been your mentor for 6 months. You have trusted him and told him about some difficulties you had when you first began the program. Fortunately, you have worked those problems out and you are looking forward to improving your communication skills to help you improve on the job. Frank keeps asking a lot of questions about your personal life.

Case 3

You liked Lynda right away and she really made you feel welcome when you first started here. Lately, though, she has been very busy and has had to cancel 2 appointments with you. She hasn't called you back to reschedule yet.